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ABSTRACT

The part-time and extension student population of Mercer County Community College was surveyed in the fall of 1973 to provide information about the characteristics, perceptions, and activities of these students. The survey instrument developed for the study was the "Part Time and Extension Student Survey." A computer program for tabulating, cross-referencing, and printing the data was also developed. The survey was mailed to 3054 students of which 1,285 returned it. The results of the survey, which are discussed and tabulated, are presented under the following headings: Demographic Characteristics, Educational Goals and Achievements, Assessments of the College, and Desires and Preferences (where and when courses should be offered). These results show that a total of 38 percent of the students indicated that Occupational Upgrading was the major reason for attending the college; in contrast with full-time students, there were a number of differences in demographic characteristics, and the part-time student was also likely to be older. The part-time enrollment patterns suggest that the future growth of the college will be in its part-time student population. Thus, consideration should be given to the admissions and recruitment of these potential students, and the efforts of the college will need to be directed toward serving the continuing education needs of the county's population. (DB)

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MERCER COUNTY COMMUNITY COLLEGE

THEY COME PART TIME !

Fall 1973

A STUDY OF THE PART TIME AND EXTENSION

STUDENT POPULATION OF FALL 1973

JC 740 330

JULY 1974

OFFICE OF INSTITUTIONAL RESEARCH

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Sex
Marital Status
County of Residence
Ethnic Group Identification
Student Status
Student Level

INTRODUCTION

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This report is based upon a survey of the part time and extension student population of Mercer County Community College for the Fall of 1973, in order to provide information about the characteristics, perceptions, and activities of this segment of the entire population of students at the College.

Much of the effort of the higher education community to serve the needs of students is directed at programs and services for the full time students. The students who, for reasons of outside employment, conflicting responsibilities, or personal preference, choose to enroll in post-secondary education on a part time status, largely have been ignored. In the past, of course, the pattern of enrollment was for the student to enroll for twelve or fifteen semester hours and, over the course of four semesters, complete an associate degree. Today, however, that once typical pattern is becoming an exception rather than the rule.

At Mercer County Community College over the last four years, the mean percent growth in full time student enrollment has been approximately 5%. During the same time period, however, the mean percent change in part time student enrollment has been 8%. With this expanding population of part time and extension students, it has become important and even necessary for the College to focus upon the special characteristics and needs of this part time population in its attempts to meet the specified institutional goals of serving the "diverse needs of a broad, heterogeneous, full time and part time student body."

METHODS

Development of the Research Instrument

During the Fall of 1973, the Office of Institutional Research developed the instrument, Part Time and Extension Student Survey, see Appendix B, for utilization in the study. The instrument was made with the contributions of Mr. Donald Shelton, Director of Evening and Extension Programs, and Mr. William Gall, Associate Dean for Special Programs, and with the consideration of the Academic Administrative Staff. Because of the considerable number of students involved in the survey, the instrument was designed to consist mainly of close-ended responses. Two summary open-ended items also were included in the instrument to enable the student to suggest what might be done to improve the services and course offerings to the part time and extension students at the College. The instrument was designed in order to standardize items, coordinate the form with other survey instruments and so facilitate comparisons of responses of various populations, and construct the instrument for data processing.

In addition to surveying the characteristics and needs of this population of students, another purpose of the survey was to communicate various information to students making up that part time population in the Fall 1973 semester. Primarily for this purpose, the entire population was surveyed rather than a selected probability sample. Within the instrument itself, were the announcements that the College had instituted various part time student services and programs, including the evening counselor and evening advisor, the modular calendar, and the child care center.

To coincide with the form, Part Time and Extension Student Survey, a computer program was developed with the assistance of Mr. Ronald Reed, Educational Systems Analyst, which would enable data from the survey questionnaires to be tabulated, cross-referenced, and printed out by the College's computer. The output elements of this computer program were designed to print-out the individual items, the alternative responses, the actual responses, the sub-total of responses to each item, and the sub-total of non-response to each item. Through such a program, then, information can be accessed specific to various curricula, departments, or categories of students, as may be desired.

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Population and Survey Procedures

The population for this survey of the 1973 part time students consisted of 3054 persons who were enrolled during the Fall 1973 semester for less than 12 charge hours. The entire population of part time and extension students for that semester was included in the survey.

The survey instrument was mailed to the population of 3054 students on 12 December 1973. Included in the mailing was a cover letter signed by Mr. Donald Shelton, Director of Evening and Extension Programs, Mr. Donald Suppers, Dean of Faculty, Ms. Patricia C. O'Connell, Evening Program Counselor, and Dr. E. Timothy Lightfield, Director of Institutional Research (Appendix B), and a self-addressed envelope for returning the questionnaire.

On 4 January 1974, a follow-up post-card reminder was sent to those members of the population who had not responded to the questionnaire of the initial mailing. This follow-up post-card encouraged individuals to complete the form or to contact the Office of Institutional Research directly, if that was more convenient than filling out the questionnaire.

A total of 1285 completed questionnaires were received from the population of 3054, for an overall return/response rate of 42%. No additional follow-up efforts, other than the reminder post-card, were made.

RESULTS

Demographic Characteristics of Part Time and Extension Students

During the Fall 1973 semester, 3054 students were enrolled part time at the College, excluding enrollments in the Prison Education Network and the General Equivalency Diploma program. During the same academic term, 2539 students were enrolled full time at the College, again excluding enrollments in the Prison Education Network and the General Equivalency Diploma program. Thus, approximately 55% of the headcount enrollment for the Fall semester consisted of part time and extension students. A comparison of the biographical and demographic characteristics of these full time and part time Fall 1973 students thus was undertaken and made possible through the search and merger of the Student History File and the Registration File of the Computer Center.

Table 1 presents data concerning the curriculum of study of full time students (N=2539) and the part time students (N=3054) for the Fall 1973 semester. Data indicate that a greater percentage of the part time population than of the full time population was in the transfer curricula of the College that semester. A total of 48% of the part time students enrolled for the Fall of 1973 were enrolled in transfer curricula, as opposed to 33% enrolled in career curricula. In contrast, a total of 34% of the full time students for the same semester were enrolled in transfer curricula, while 51% were enrolled in career curricula.

Figure A presents a graphic distribution of the demographic characteristics of the full time and part time Fall 1973 student population. Several findings are exhibited in the distributions:

Females comprised a higher proportion for the part time student population than for the full time population, 48% versus 45% respectively.

A higher proportion of the part time population than of the full time student population was married, 11% versus 5% respectively.

A higher proportion of the part time students than of the full time population resided in-county as opposed to out-of-county, 91% versus 79% respectively.

Differences in ethnic group status also can be noted. Black ethnic group identification made up a larger proportion of the part time student population than of the full time student population for that semester, 19%

TABLE 1

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FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENT ENROLLMENT BY CURRICULUM ACCORDING TO FULL TIME STUDENTS, PART TIME STUDENTS, AND PART TIME STUDENTS SURVEY GROUP (FALL 1973)

LAST CURRICULUM OF ENROLLMENT:	Fall 1973 Full Time Students		Fall 1973 Part Time Students		Fall 1973 Part Time Survey Group	
TRANSFER CURRICULA						
Architecture	76		38		12	
Business Administration	152		324		154	
Engineering Science	20		46		19	
Fine Arts	0		7		3	
Art & Design	154		187		74	
Humanities & Social Sci	369		666		263	
Mathematics	1		2		2	
Math/Science	78		129		55	
Science--Biology Science--Chemistry	11		76		33	
Science--Computer Science--Physics	0		4		2	
Pre-Mortuary Science	1		0		0	
TOTAL (TRANSFER)	862	34%	1479	48%	617	48%
CAREER CURRICULA						
Health Services						
Dental Assistant	47		4		1	
Medical Lab Tech	27		5		0	
Nursing	167		40		16	
Radiologic Tech	16		6		3	
TOTAL (HEALTH SERVICES)	257	10%	55	2%	20	2%
Business & Data Processing						
Accounting	86		149		63	
Aerospace Operations Mgt	1		0		0	
Communications Media	106		33		12	
Computer Operations	3		15		2	
Data Processing	68		153		67	
General Business	68		83		35	
Industrial Supervision	6		6		5	
Marketing	30		20		9	
Secretarial Science	106		135		53	
TOTAL (BUSINESS)	474	19%	594	19%	246	19%
Science Technologies						
Laboratory Tech	33		9		3	
Ornamental Horticulture Tech	68		32		17	
TOTAL (SCIENCE TECH)	101	4%	41	1%	20	2%

LAST CURRICULUM OF ENROLLMENT	Fall 1973 Full Time Students	Fall 1973 Part Time Students	Fall 1973 Part Time Survey Group
Engineering Technologies			
Architectural Tech	88	5	2
Aviation Electronic Tech	7	1	0
Drafting Tech	23	21	12
Electric Power Tech	14	7	1
Electronics Tech	51	39	12
Engrg Tech--Construction/Civil	24	66	32
Engrg Tech--Electrical	32	30	13
Engrg Tech--Electromech	3	4	4
Engrg Tech--Mechanical	14	8	2
Fire Science Tech	0	13	10
Flight Attendant	5	0	0
Flight Tech	39	7	2
TOTAL (ENGINEERING)	300 12%	201 7%	90 7%
Public Service			
Community Service Asst	48	23	8
Educational Asst	63	19	7
Library/Media Asst	18	22	15
Law Enforcement Officer	42	38	18
TOTAL (PUBLIC SERVICE)	171 7%	102 3%	48 4%
TOTAL (CAREER)	1303 51%	993 33%	424 33%
NON-CURRICULUM & DEVELOPMENTAL PROGRAMS			
Contract Nursing	73	39	3
General Studies	249	263	127
Special Groups	26	230	83
TOTAL (NON-CURRICULUM)	348 14%	532 17%	213 17%
SUMMARY OF ENROLLMENT			
TRANSFER CURRICULA	862 34%	1479 48%	617 48%
CAREER CURRICULA	1303 51%	993 33%	424 33%
NON-CURRICULUM PROGRAMS	348 14%	532 17%	213 17%
NON-DEGREE PROGRAMS	17 1%	18 1%	7 1%
CURRICULUM NOT GIVEN	9 0%	32 1%	24 2%
	2539	3054	1285

FIGURE A

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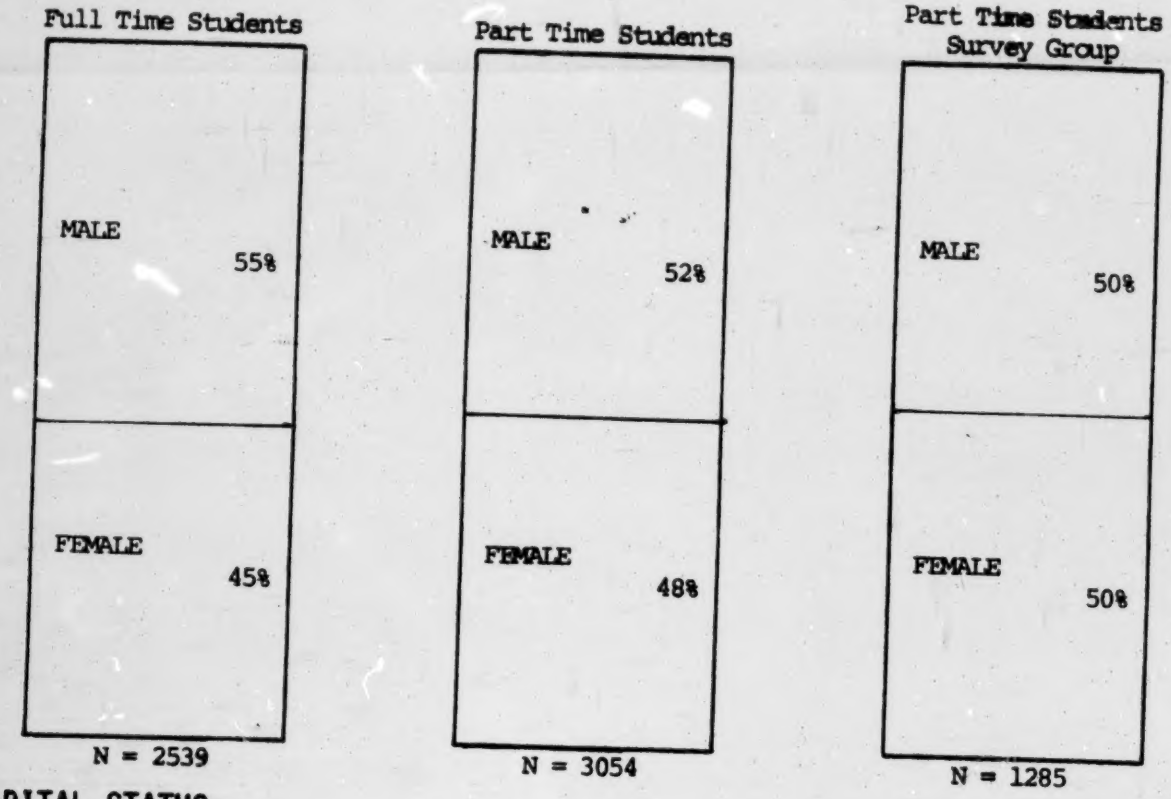
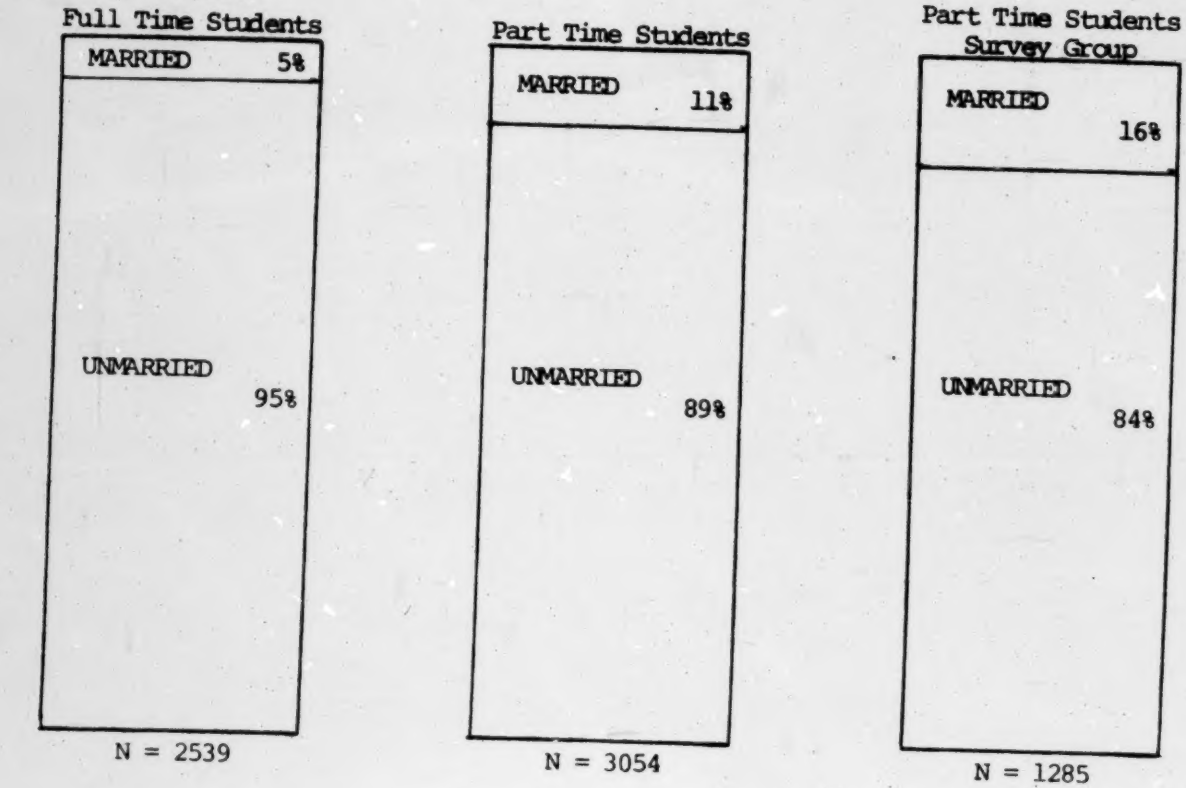
DISTRIBUTION OF DEMOGRAPHIC CHARACTERISTICS OF FULL TIME STUDENTS, PART TIME STUDENTS, AND PART TIME STUDENTS SURVEY GROUP (FALL 1973)

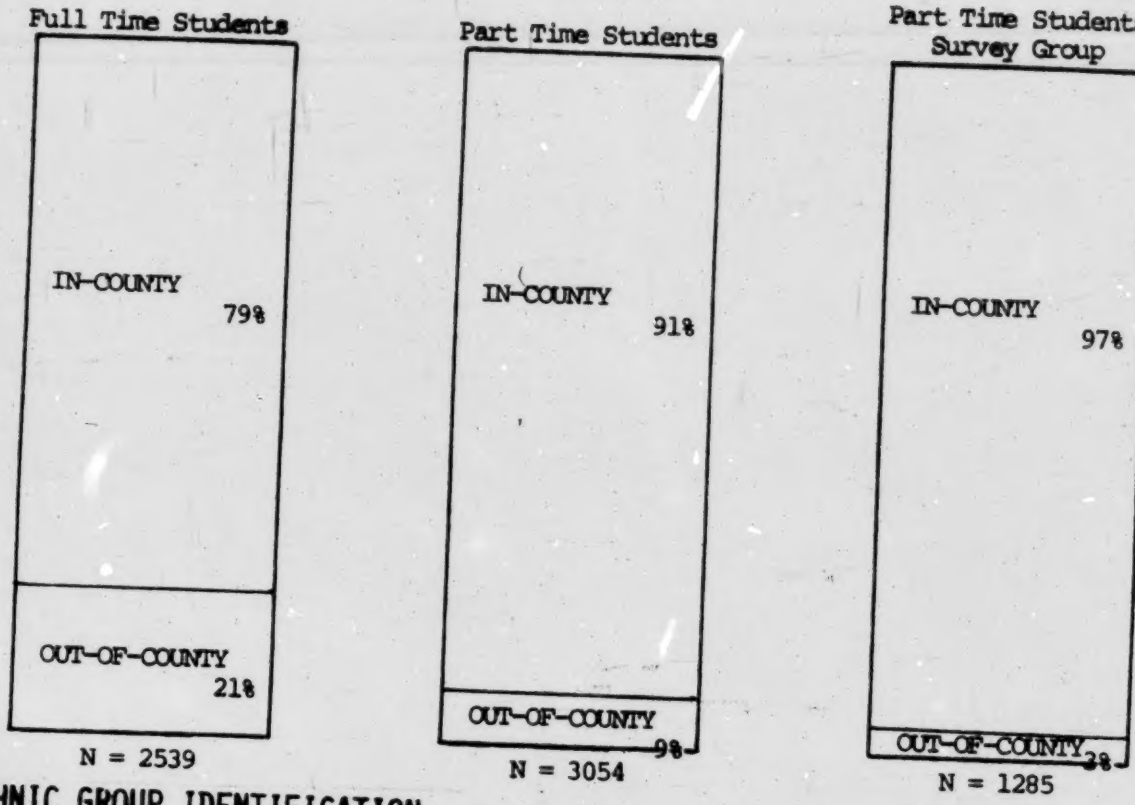
SEX



MARITAL STATUS



COUNTY OF RESIDENCE



ETHNIC GROUP IDENTIFICATION

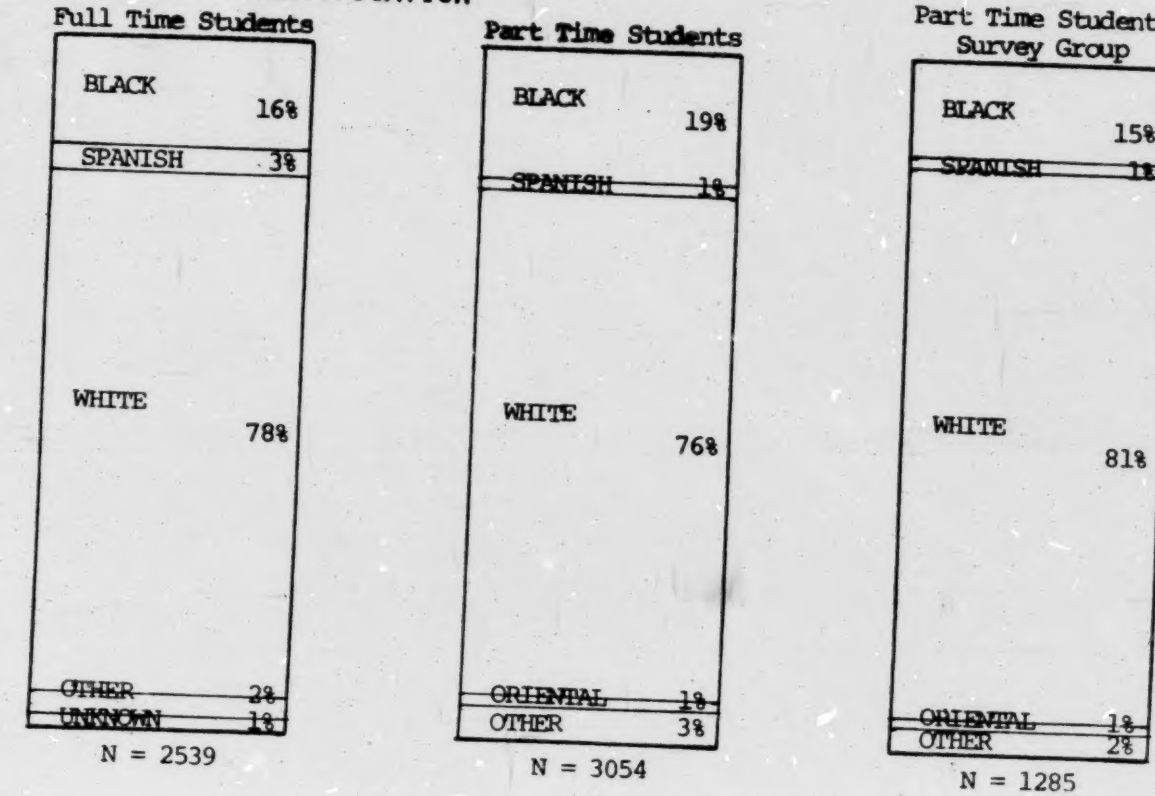


FIGURE A-CONTINUED

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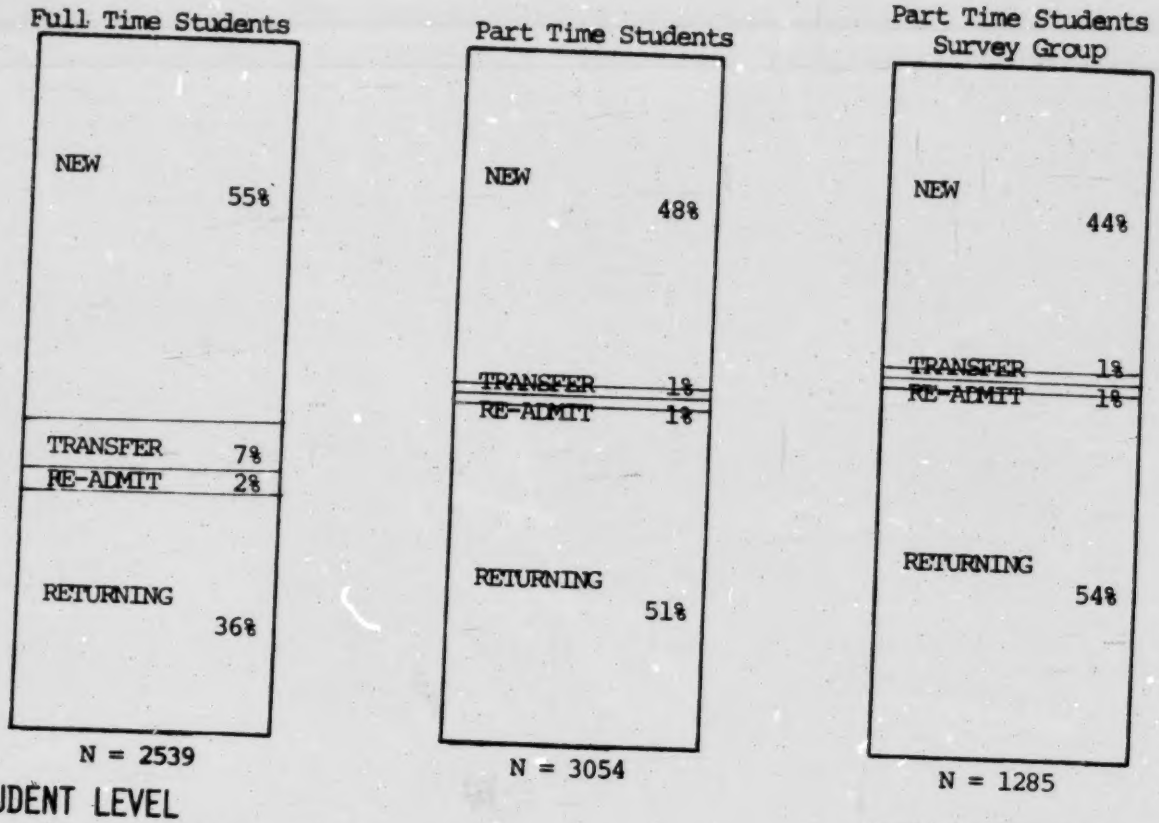
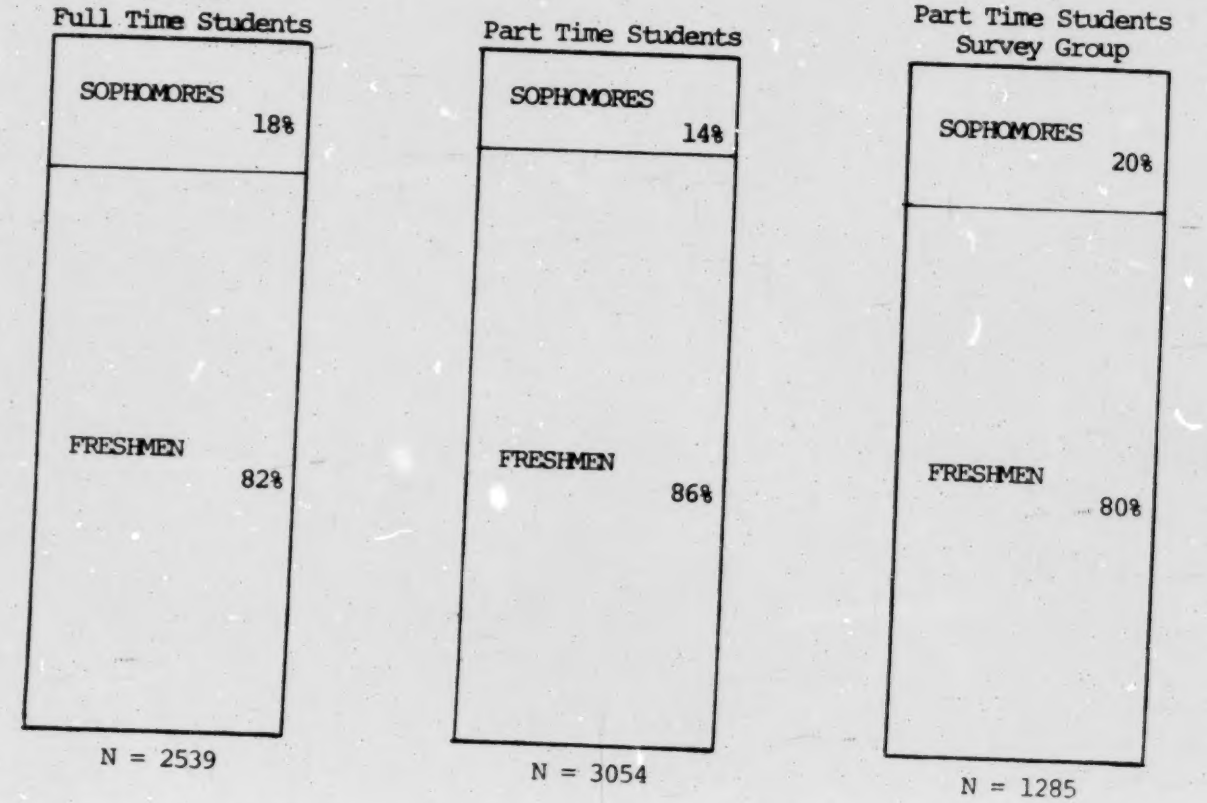
STUDENT STATUS



STUDENT LEVEL



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versus 16% respectively. Correspondingly, the White ethnic group identification made up a smaller proportion of the part time population than of the full time population, 76% versus 78% respectively.

The comparison of the full time and part time student enrollment according to new, returning, transfer, and re-admit statuses, indicates that a lesser proportion of the part time than the full time populations consisted of new students for Fall 1973, 48% versus 55% respectively. Correspondingly, a higher proportion of the part time student population than of the full time student population consisted of returning students, 51% versus 36% respectively.

A lesser percentage of the part time students than of the full time students were classified as sophomores, rather than freshmen for the Fall 1973 semester, 14% versus 18% respectively.

In terms of student enrollment by municipality within Mercer County (see Table 2), a higher proportion of the part time student population than the full time student population resided within the municipalities of East Windsor Township, Hightstown Borough, and Princeton Township. Similarly, a lesser proportion of the part time population than the full time population resided within the municipalities of the City of Trenton, Ewing Township, and Hamilton Township.

Tables 1 and 2 and Figure A also enable comparison of the curriculum of selection and the demographic characteristics for the part time student population (N=3054) with the proportion of the population who completed the survey (N=1285). Such a contrast gives suggestion as to the representativeness of the survey group. A probability sample, which this survey group of 1285 students is not, would be a mirror reflection of the population from which it is drawn, if truly representative. The misrepresentation of the survey group when compared with the population of part time students, would be an indicator of the response bias inherent in the survey. Of course, unless a 100% response rate is obtained, there would be no guarantee that the survey group is representative, despite the size of the responding group itself. The probability is such, however, that we can expect that the survey group is "representative" of the population, given the approximation of such characteristics.

According to the findings, there is some over-representation in the survey group of married persons, people residing within the county, and people of White ethnic group identification. Correspondingly, there is an under-representation of unmarried individuals, out-of-county residence, and persons of Black ethnic group identification.

National information on part time students in higher education has not been collected with regularity. Data were obtained for the first time on the school enrollment status, including post-secondary education, of persons over age 34 as part of the Current Population Survey, conducted by the Census Bureau for the Bureau of Labor Statistics in October 1972.[1] The U.S. Office of Education recently surveyed adult education, but these studies are less pertinent to this report because they concentrated upon non-credit courses and enrollments.

The Current Population Survey, however, showed that in the Fall of 1972, 780,000 persons over age 34 were enrolled in higher education. This significant statistic concerning age of students likely could hold true for the College's population of part time students as well.[2] Slightly over half of this national group of persons over age 34 were women, while in contrast, only 42% of all college students under age 35 were women. This distribution would coincide with the findings in this report, as stated above, that a higher proportion of the part time enrollment than of the full time enrollment has consisted of females.

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[1] See Anne M. Young, "Going Back to School at 35", Monthly Labor Review (October 1973), 39-42.

[2] The data available for this study concerning the age of the population of part time students were not reliable; thus, it was not possible to obtain an accurate age distribution for comparison with the Current Population Survey.

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TABLE 2

FREQUENCY AND PERCENTAGE DISTRIBUTION OF STUDENT ENROLLMENT BY MUNICIPALITY IN MERCER COUNTY ACCORDING TO FULL TIME AND PART TIME HEADCOUNT (FALL 1973)

	Full Time		Part Time		TOTAL	
City of Trenton	689	36%	895	34%	1584	35%
East Windsor Township	71	4%	204	8%	275	6%
Ewing Township	190	10%	198	8%	388	9%
Hamilton Township	625	32%	766	29%	1391	31%
Hightstown Borough	40	2%	73	3%	113	2%
Hopewell Borough	13	1%	20	1%	33	1%
Hopewell Township	50	3%	74	3%	124	3%
Lawrence Township	114	6%	152	6%	266	6%
Pennington Borough	11	1%	7	0%	18	0%
Princeton Borough	24	1%	37	1%	61	1%
Princeton Township	47	2%	77	3%	124	3%
Washington Township	22	1%	27	1%	49	1%
West Windsor Township	43	2%	89	3%	132	3%
TOTAL	1939		2619		4558[a]	

[a]Total enrollment figures exclude student enrollments in municipalities outside of the County or out-of-state.

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According to data from the survey of part time students, 20% of the respondents indicated a completed educational level of an associate degree, bachelors degree, or other post-secondary degree. Another 37% have obtained some post high school credits in higher education. Over half of the part time student population, if these data are representative, were previously exposed to higher education.

A number of items on the survey form concern the present working status and employment situation of the surveyed individuals. Among the responding students, 91% were presently working full time, and an additional 9% were working part time, leaving a proportion of less than 1% who were not working.[3] A considerable variety of positions was held by these employed respondents. The highest proportions of the respondents were working in Business (Clerical/Records), 24%; Farming/Ranching, 12%; Business Management, 10%; and, Skilled Trades, 7%. Of respondents who were presently working, 83% indicated they worked within Mercer County, while an additional 10% worked within neighboring Burlington, Hunterton, Monmouth, Middlesex, and Somerset counties.

Educational Goals and Achievements

The expressed educational goals and desires of the part time student population did provide interesting data relative to an insight to the personalities and motivations of these students. Approximately 75% of the respondents from the survey group indicated that college education for them was either "essential" or "important", while 21% indicated that college education was either "not very important" or "not necessary".

In terms of specifying the major objectives for attending MCCC that semester, 33% of the respondents indicated Occupational Upgrading to be the major objective, while the remainder was equally distributed between the following objectives: Personal Development, 20%; Preparation for an Intended Occupation/Career, 20%; and, Preparation for Further Education, 21%.

Of the 1045 individuals in the survey group who had not yet completed an associate degree or equivalent, 61% indicated they were reasonably sure that they would not be able to complete a program, while 31% were uncertain.

In terms of expressed plans for further education, 72% of the survey group indicated they planned to return to MCCC next semester; 5% indicated they planned to return next year; and, another 5% said they planned to return to MCCC, but at some later date. Approximately 10% of the survey group was uncertain about their further college plans.

Assessments of the College

Considerable satisfactions were expressed by the survey group of part time students in assessing various aspects of the College. For a number of the items, however, a significant proportion of the respondents indicated "No Basis for Opinion" in assessing a particular aspect. For the part time student population, perhaps in contrast to the full time student population, it might be expected that the "No Basis for Opinion" response would be greater. That is, a student who was on campus only for one or two courses may not have had or taken the opportunity to be exposed to various aspects of the College in a relatively short and immediate tenure with the College.

The following list is an attempt to focus upon those aspects of the College, from the 28 items included, in which the "No Basis for Opinion" response was greater than 50%. For a total of 14 of the 28 aspects which were to be assessed, over 50% of the respondents in the survey group indicated "No Basis for Opinion":

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[3] The fact that 17% of the total responding survey group did not respond to this particular item may suggest a higher proportion of the survey group who were not working.

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NO BASIS FOR OPINION
(Response of greater than 50% within the survey group)

Student activities and clubs	83%
Financial aid program	82%
Placement services	82%
Transfer counseling services	82%
Vocational/career counseling services	80%
Entrance testing program	79%
Recreational program and activities	76%
Recreational facilities and equipment	71%
Pre-admission counseling services	69%
Academic skills services	67%
Student orientation	61%
Personal counseling services	61%
Laboratory facilities and equipment	56%
Academic Advisement	54%

By excluding the "No Basis for Opinion" response and the non response to each item, a total assessment of expressed satisfaction/dissatisfaction with the selected aspects may be obtained. For purposes of this analysis then, the responses of "Very Satisfied" and "Satisfied" were joined and taken as a proportion of the whole response. The assessments so derived are indicated below in descending order, beginning with the aspect of the College receiving the highest degree of satisfaction among the 28 aspects so considered:

EXPRESSED SATISFACTION WITH ASPECT:

Classroom facilities and equipment	96%
Study facilities and equipment	95%
Bookstore materials and holdings	93%
Laboratory facilities and equipment	93%
Library services	93%
Recreational facilities and equipment	93%
Program or curricular offerings	92%
Academic skills services	91%
Individual assistance from instructors	91%
Bookstore services	90%
Classroom instruction	90%
Library materials and holdings	90%
Placement services	88%
Admissions procedures	87%
Course offerings	87%
Entrance testing program	86%
Class scheduling	83%
Student activities and clubs	83%

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Recreational program and activities	82%
Student orientation	82%
Academic advisement	79%
Food services	79%
Registration procedures	79%
Financial aid program	76%
Personal counseling	70%
Transfer counseling services	69%
Vocational/career counseling services	69%
Pre-admission counseling services	64%

Survey of Desires and Preferences

Several items were included in the survey form in order to obtain some degree of preferences among the part time student population for when and where courses should be offered. When asked which campus site was preferred, 77% of the respondents indicated the West Windsor Campus, while 13% indicated Trenton Center Campus. A total of 10% of the respondents, however, did indicate a preference for offering courses at the extension center campuses in Hopewell, Princeton, or Hightstown. When asked which time of day was preferred, 75% of the respondents indicated the evening, while 17% preferred the morning, and 8% preferred the afternoon.

The survey also asked respondents to indicate in which of the listed services and programs they would be interested, should the College adopt such in the future. This item was included in order to get some degree of need assessments and some degree of announcement of the existance of the specified services and program. A total of 1162 students from the survey group (N=1285), or 90%, indicated an interest in one or more of the services listed. The distribution of expressed interest in services is listed below:[4]

SERVICES (n=1162)

a) College Credit by Examination	38%
b) Saturday classes	28%
c) Academic Advisement	22%
d) Counseling Services	19%
e) Child Day/Evening Care Center	15%
f) Sunday classes	10%
g) Tutoring services	8%

Similarly, a total of 568 students from the survey group (N=1285), or 44%, indicated an interest in one or more of the programs listed. The distribution of expressed interest in programs is listed below:[4]

PROGRAMS (n=568)

a) Travel & Tourism	41%
b) Ceramics	29%
c) Real Estate	22%
d) Agricultural Studies	16%
d) Executive Housekeeping	9%

[4]Since multiple responses were possible for this item, the distribution will exceed 100%.

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SUMMARY AND IMPLICATIONS

This study of part time students provides information about those students at Mercer County Community College who were enrolled for the Fall semester of 1973 for less than 12 charge hours. Data for the study were obtained through responses to questionnaires mailed to students at the end of that Fall 1973 semester. Usable questionnaires were received from 42% of the population, for a total response of 1285 part time students. Complementary information for the study was obtained through access to the Student History File and Registration File and through the development of an Easytrieve data base and program.

It is hoped that this survey may focus attention on some of the considerations, such as the following, which might well be taken into account in understanding a distinct segment of the enrolled student body--the part time student. Through such beginnings of an understanding, decisions can evolve to provide requisite programs and services needed for this segment of the entire enrollment.

1) This was an initial effort of the College to develop and administer a study concentrating solely upon the part time and extension student population. Subsequent studies should be able to focus upon more specific and particular areas of concern or interest of the part time student population such as the following: pursuit of educational goals; change of major curriculum; change or alteration of assessments of the College; program financing; student admissions/recruitment; and special categories of part time students including, women, senior citizens, veterans, handicapped.

2) Analysis of the enrollment growth at the College since 1967, indicates that the percentage change in part time student enrollment is significantly greater than the percentage change in full time student enrollment over that period of time. The mean percent change figure, as adopted by the Long Range Planning Committee for utilization in development of the Five-Year Master Plan, computes to a figure of 8%, for the part time enrollment growth, as opposed to 5% change for full time enrollment growth. As shown in Table 3, then, and assuming this percent change figure remains constant and in the direction indicated for the projected years, the College can anticipate an increasingly greater proportion of its students being of part time status rather than full time status. Furthermore, an increasing percentage of the Full-Time-Equivalent statistic will be a result of the part time student growth. These findings indicate that the fiscal stability of the College may be increasingly dependent upon the part time student enrollment.

3) A total of 33% of the responding part time students indicated the major objective for attending the College for the semester was for Occupational Upgrading. A similar item, when posed to the non-returning student populations of Fall 1973 and Spring 1974, indicated that Occupational Upgrading was a major objective in attending the College for no more than 7% of these former full time students.[5] These figures suggest that this objective is most predominant for the part time student as a reason to attend the College, in potential contrast to other segments of the enrollment. In the future, greater attention may have to be given to ascertaining occupational areas requiring the upgrading of employee skills and knowledge. This objective for attending the College, at least among part time students, may be of long range significance in the planning efforts of the College.

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[5] See Non-Returning Students, Fall 1973 and Spring 1974, Mercer County Community College, Office of Institutional Research, (June 1974), 21.

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TABLE 3

TREND EXTRAPOLATION OF STUDENT ENROLLMENT FOR MERCER COUNTY COMMUNITY COLLEGE BASED UPON THE MEAN PERCENT CHANGE MODEL (EXCLUDING ENROLLMENTS IN P.E.N. AND G.E.D.)--1974 THROUGH 1983

	YEAR	FALL FULL TIME			FALL PART TIME			FALL FULL-TIME-EQUIVALENT		
		Enrollment	Percent Change	Numerical Change	Enrollment	Percent Change	Numerical Change	Enrollment	Percent Change	Numerical Change
ACTUAL	[a]1967	1247	----		1571	----		1742	----	
	[a]1968	1792	.437		1939	.234		2456	.401	
	[a]1969	2092	.167		2245	.158		2832	.153	
	1970	2197	.050		2475	.103		3025	.068	
	1971	2381	.084		2694	.089		3274	.082	
	1972	2439	.024		2898	.076		3403	.039	
	1973	2539	.041		3054	.054		3496	.027	
PROJECTED	1974	2666	.05	+127	3298	.08	+244	3706	.06	+210
	1975	2799	.05	+133	3561	.08	+264	3928	.06	+222
	1976	2939	.05	+140	3846	.08	+285	4163	.06	+236
	1977	3086	.05	+147	4153	.08	+308	4412	.06	+250
	1978	3240	.05	+154	4485	.08	+332	4677	.06	+265
	1979	3402	.05	+162	4844	.08	+359	4958	.06	+281
	1980	3572	.05	+170	5232	.08	+388	5255	.06	+297
	1981	3751	.05	+179	5651	.08	+419	5570	.06	+315
	1982	3939	.05	+188	6103	.08	+452	5904	.06	+334
	1983	4135	.05	+197	6591	.08	+488	6258	.06	+354

[a]Excluded from the summation computation for determining the mean percent change statistic.

Source: Middle States Self-Evaluation Report: Long Range Planning, Chapter V(A) (April 30, 1974).

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4) This study of the part time and extension student population indicates that the part time students, in contrast with full time students, exhibited, for at least that Fall 1973 semester, a number of differences in demographic characteristics: The part time student was more likely married; more likely of Black ethnic group identification; more likely of Oriental ethnic group identification; more likely of working status, full time or part time; more likely of female sex; and, more likely of a higher level of completed education. Given national data available,[6] the part time student at the College also was likely older in age. With such distinct demographic differences, it probably follows that many academic and intellectual needs and aspirations of these students differ from those of their full time counterparts. If so, considerable ramifications are possible and even inevitable. Instruction and student services may need to be revised to accommodate satisfactorily the new and different students who are more mature and experienced and who have competing familial and financial responsibilities. These students come from different economic backgrounds and differ from the 18-21 year old full time counterparts in activities and achievements. Even their sense of humor may be different. These students, then, may bring new insights and expectations to the classroom and campus, but they also may bring new learning problems, particularly resulting from the hiatus in their formal classroom study, and new student personnel requirements. In other words, the composite of differences in the make-up and background of the part time student population may have numerous consequences for the College in its development of services and programs.

5) Recent reports from the Carnegie Commission have delineated numerous reasons why society increasingly needs higher education. The studies have stressed the importance of the higher education community adjusting to the transition from the current stage of mass higher education to the coming stages of "universal-access" and "universal-attendance" higher education. During the last few years, continuing education, life-long learning, adult learning, and similar concepts have become highly popular in post-secondary education. For instance, The American Council on Education's Committee on Higher Adult Education has endorsed continuing education and recommended a number of ways it could be officially implemented. Similarly, the Commission on Non-Traditional Study assessed the wide variety of extant non-traditional programs, and proffered numerous specific recommendations. The Commission concluded its deliberations on continuing education by charging:[7] "If we choose to be elitist in our institutions, we had better honestly say so. If we choose to open doors, for new student populations of all ages, we had better make sure we have workable plans to do so...." Non-traditional designs of education have become imperative, inshort, because the life patterns of modern men and women have themselves become non-traditional. From an institution designed for the clear purpose of academic and semi-professional collegiate education, the community college is becoming the "do everything college". To meet these demands, Mercer County Community College may find itself becoming a multifaceted institution whose purposes are rapidly being expanded and redefined.

6) Presumably persons over the "normal" college ages of 18-21 are motivated to continue their education for several identifiable reasons--e.g. personal or intellectual growth; professional improvement required for higher pay or higher employment status; professional upgrading required for certification; social or recreational activity development. Another motivation may simply be to finish a program from which the individual had dropped out. The Census Bureau has projected to 1990 the number of persons 25 years old and over who will have completed

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[6]Engin I. Holmstrom, "Older" Freshmen: Do They Differ from "Typical" Undergraduates? (Washington: Office of Research, American Council on Education, 1973).

[7]Commission on Non-Traditional Study, Diversity by Design (San Francisco: Jossey-Bass, 1973), 39.

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one to three years of College.[8] The Bureau extrapolates that by 1980 there will be over 15 million such persons, many of whom might be attracted to continuing education programs. The results of this survey of part time students, when joined with the population statistics, suggest that the College might consider addressing the particular desires of this significant mass of the community who have expressed needs for occupational improvement or of the completion of a once begun program.

7) The considerable responses of "No Basis for Opinion" in assessing the selected 28 aspects of the College could have a number of interpretations. On the one hand and without trying to discount the responsibility of the College to provide needed services and programs, the "No Basis for Opinion" response could indicate that a considerable number of part time students have no interest or needs for the service or program areas, regardless of what variations of programs or efforts might be adopted. That is, within the heterogeneous population of part time students, there are numbers of individuals who are interested only in taking one or more courses without exposing themselves to other aspects of the College. Their needs for services of the College--e.g. career counseling, academic skills, financial aid, placement--may be few. On the other hand, the "No Basis for Opinion" response could indicate that the College has not yet responded to all of the needs of this atypical population of students. Further efforts may be necessitated, therefore, both to ascertain and to meet these potential service and program needs.

8) Of the 28 aspects of the College selected for assessment of satisfaction/dissatisfaction in the survey, 12 of the aspects, or 43%, received a satisfaction level of 90% or greater. And, 20 of the aspects, or 71%, received a satisfaction level of 80% or greater. In examining the satisfaction rankings of the aspects, the greatest amount of satisfaction was expressed for the various facilities, equipment, and materials of the College--classroom, study, bookstore, laboratory, library, and recreation. Several services of the College are listed high in terms of their satisfaction rankings--library services, academic skill services, bookstore services, and placement services. Instruction received high satisfaction ranks, as shown by the responses of the surveyed group to the individual assistance from instructors, to classroom instruction, and to classroom facilities and equipment.

9) Of the 8 aspects of the College with satisfaction rankings of less than 80%, 6 of them ranked among those in which the response of "No Basis for Opinion" was offered for more than 50% of the respondents. For the majority of these items with low ranking of expressed satisfaction, relative to the other assessed aspects, the base for the statistic is less than 50% of the total respondents of the survey group.

10) As projected by Leo Laaksonen, Mercer County Planning Director, and incorporated in the Middle States Self-Evaluation Report on Long Range Planning, the projected growth of Mercer County should be in the in-migration of populations rather than due to natural increase.[9] If these projections become reality, coupled with the findings from the study of the part time student population, the efforts of the College will need to be directed toward serving the continuing education needs of a growing segment of the County's population. It is likely, given these growth extrapolations, that increasingly the potential customer service area of the College will consist of part time students.

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[8] U.S. Bureau of the Census, Current Populations Report, Series P-25, No. 476 (Washington:Government Printing Office, 1972).

[9] The population growth of the County is projected to be in three directions: 1) Growth of research and development firms and small industry in the County, probably to the loss of large or medium manufacturing and industrial companies; 2) Growth of the County as a residential community, particularly in terms of a commuting population to New York, Newark, and Philadelphia, as transportation networks are improved and as a consequence of urban sprawl; and 3) Growth of service industries and agencies to support the population in-migrating to the County--e.g. regional shopping centers, medical care agencies, and institutions.

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11) The survey group showed considerable interests in various services that the College might offer them in the future, including academic advisement, college credit by examination, child care center, Saturday classes, and counseling services. In some cases, the students apparently have received academic advisement, perhaps through a non-structured or informal format, but would be interested in seeing a total advisement process adopted. The same conclusion possibly could be reached with regard to counseling services. Similarly, a number of the respondents from the survey group expressed interest in listed programs which the College might adopt in the future including, in descending order of response, Travel and Tourism, Ceramics, Real Estate, and Agricultural Studies.[10]

12) The higher proportion of returning students in the part time population than in the full time population for the Fall of 1973, suggests a pattern of persistant enrollment for many students. It may indicate that increasing proportions of students, due to numerous pressures of financial and personal responsibility, are opting for the part time enrollment path toward accomplishing their educational objectives, rather than a full time enrollment path.

13) If, as the part time enrollment patterns suggest and as the County's population projections support, the future growth of the College likely will be in its part time student population, then, further consideration should be given to the admissions and recruitment of such a segment of potential student enrollment. As the College, in recent years, has increased its emphasis upon student recruitment efforts, so too in the future should it consider attending to the recruitment of part time students. That is, marketing energies and efforts should increasingly go beyond the local high school populations from which the typical full time student comes, and approach area clubs, churches, housing developments, unions, or residential institutions for prospective part time enrollments.

14) Overall, the findings of this study support the contentions that the part time student will assume a larger role in determining the future of Mercer County Community College. If the part time student population will be a significant determining variable, then, the College should make every effort to plan for and meet that future. While continuing education, such as in the development of potential action programs and services for the part time students, may present an attractive means for helping to alleviate pending financial pressures, it may also induce new problems and issues. To that end, a result of this study could well be the formation of a task force of the College charged to strengthen alternative education of the College for part time study. Planning, policies, and operations should be oriented toward the customer who increasingly and significantly now wears the label of a part time student.

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[10] Agricultural Studies since has been adopted by the College, with expanded curricular offerings.

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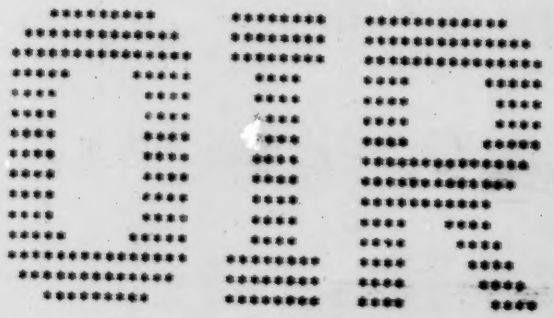
MERCER COUNTY COMMUNITY COLLEGE

TRENTON, NEW JERSEY



OFFICE OF INSTITUTIONAL RESEARCH

PART TIME STUDENT SURVEY

FALL SEMESTER (1973)

APRIL 1974

(1) LOCATION OF PRESENT RESIDENCE

MERCER COUNTY	1099	85.86 PERCENT
BURLINGTON, HUNTERDON, MONMOUTH, MIDDLESEX OR SOMERSET COUNTIES	128	10.00 PERCENT
OTHER COUNTIES IN NEW JERSEY	22	1.72 PERCENT
PENNSYLVANIA	31	2.42 PERCENT
NEW YORK	0	0.0 PERCENT
OTHER STATES IN U.S.	0	0.0 PERCENT
OUT OF COUNTRY	0	0.0 PERCENT
	1280	
NO RESPONSE	5	0.39 PERCENT

(2) WHAT IS YOUR LEVEL OF COMPLETED FORMAL EDUCATION EXCLUSIVE OF THIS SEMESTERS WORK AT MCCC

SOME HIGH SCHOOL	26	2.06 PERCENT
HIGH SCHOOL DEGREE	440	34.92 PERCENT
GENERAL EQUIVALENCY DIPLOMA(GED)	64	5.08 PERCENT
SOME POST HIGH SCHOOL CREDITS	472	37.46 PERCENT
ASSOCIATE DEGREE	64	5.08 PERCENT
BACHELORS DEGREE	93	7.38 PERCENT
OTHER	101	8.02 PERCENT
	1260	
NO RESPONSE	25	1.95 PERCENT

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(3) AT THE PRESENT TIME, WHAT IS YOUR WORKING STATUS

WORKING FULL-TIME	970	90.99 PERCENT
WORKING PART-TIME	92	8.63 PERCENT
NOT WORKING--SEEKING POSITION	1	0.09 PERCENT
NOT WORKING--NOT SEEKING POSITION	3	0.28 PERCENT
	1066	
NO RESPONSE	219	17.04 PERCENT

(3a) NUMBER OF HOURS (FULL TIME)/WEEK

AT LEAST THIRTY BUT LESS THAN FORTY HOURS	292	31.64 PERCENT
AT LEAST FORTY BUT LESS THAN FIFTY HOURS	584	63.27 PERCENT
MORE THAN FIFTY HOURS	47	5.09 PERCENT
	923	

(3b) NUMBER OF HOURS (PART TIME)/WEEK

LESS THAN FIVE HOURS	3	3.57 PERCENT
AT LEAST FIVE BUT LESS THAN TEN HOURS	16	19.05 PERCENT
AT LEAST TEN BUT LESS THAN FIFTEEN HOURS	12	14.29 PERCENT
AT LEAST FIFTEEN BUT LESS THAN TWENTY HOURS	14	16.67 PERCENT
AT LEAST TWENTY BUT LESS THAN THIRTY HOURS	39	46.43 PERCENT
	84	

(4) TYPE OF POSITION CURRENTLY HELD

ACTOR/ENTERTAINER	5	0.40 PERCENT
ARTIST/MUSICIAN	4	0.32 PERCENT
WRITER/JOURNALIST	59	4.75 PERCENT
FARMER/RANCHER	143	11.50 PERCENT
CONSERVATIONIST/FORESTER	3	0.24 PERCENT
BUSINESS (CLERICAL/RECORDS)	298	23.97 PERCENT
BUSINESS MANAGEMENT	121	9.73 PERCENT
BUSINESS SALES	41	3.30 PERCENT
COMPUTER PROGRAMMING/SERVICE	67	5.39 PERCENT
STATISTICIAN/RESEARCHER	32	2.57 PERCENT
ARCHITECT/DECORATOR	26	2.09 PERCENT
ENGINEER	70	5.63 PERCENT
SKILLED TRADES	84	6.76 PERCENT
PROFESSIONS(LAW/MEDICINE/CLERGY)	5	0.40 PERCENT
THERAPIST (PHYSICAL/ OCCUPATIONAL/SPEECH)	4	0.32 PERCENT
DIETITIAN/HOME ECONOMIST	0	0.0 PERCENT
LAB TECHNICIAN/HYGIENIST	41	3.30 PERCENT
NURSE	35	2.82 PERCENT
PUBLIC SERVICE	55	4.42 PERCENT
SOCIAL WORK	19	1.53 PERCENT
SCHOOL/COLLEGE ADMINISTRATOR	2	0.16 PERCENT
TEACHER/COUNSELOR/EDUCATION AIDE	57	4.59 PERCENT
LAW ENFORCEMENT	35	2.82 PERCENT
INTERPRETER/TRANSLATOR	0	0.0 PERCENT
MILITARY SERVICE	3	0.24 PERCENT
OTHER	34	2.74 PERCENT
	1243	
NO RESPONSE	42	3.27 PERCENT

NO RESPONSE IS AFFECTED BY NUMBER NOT PRESENTLY WORKING

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(5) LOCATION OF PRESENT EMPLOYER

MERCER COUNTY	870	82.94 PERCENT
BURLINGTON, HUNTERDON, MONMOUTH, MIDDLESEX OR SOMERSET COUNTIES	98	9.34 PERCENT
OTHER COUNTIES IN NEW JERSEY	26	2.48 PERCENT
PENNSYLVANIA	33	3.15 PERCENT
NEW YORK	22	2.10 PERCENT
OTHER STATES IN U. S.	0	0.0 PERCENT
OUT OF COUNTRY	0	0.0 PERCENT
	1049	
NO RESPONSE	236	18.37 PERCENT

(6) WHAT IS YOUR MAJOR OBJECTIVE IN ATTENDING MCCC THIS SEMESTER

DO NOT HAVE ANY OBJECTIVE IN ATTENDING THE COLLEGE	16	1.50 PERCENT
OCCUPATIONAL UPGRADING	351	32.83 PERCENT
PERSONAL DEVELOPMENT	219	20.49 PERCENT
PREPARATION FOR AN INTENDED OCCUPATION/CAREER	217	20.30 PERCENT
PREPARATION FOR FURTHER EDUCATION	228	21.33 PERCENT
SOCIAL OR RECREATIONAL ACTIVITY	14	1.31 PERCENT
OTHER	24	2.25 PERCENT
	1069	
NO RESPONSE	216	16.81 PERCENT

(7) WOULD YOU SAY THAT A COLLEGE EDUCATION FOR YOU IS

ESSENTIAL	328	26.20 PERCENT
IMPORTANT	596	47.60 PERCENT
NOT VERY IMPORTANT	114	9.11 PERCENT
NOT NECESSARY	147	11.74 PERCENT
OTHER	67	5.35 PERCENT
	1252	
NO RESPONSE	33	2.57 PERCENT

(8) DO YOU BELIEVE YOU WILL BE ABLE TO COMPLETE THE REQUIREMENTS FOR AN ASSOCIATE DEGREE AT MCCC

YES REASONABLY SURE I WILL	637	51.75 PERCENT
I AM UNCERTAIN	326	26.48 PERCENT
NO REASONABLY SURE I WILL NOT	82	6.66 PERCENT
I HAVE ALREADY COMPLETED SUCH A DEGREE OR THE EQUIVALENT	131	10.64 PERCENT
OTHER	55	4.47 PERCENT
	1231	
NO RESPONSE	54	4.20 PERCENT

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(9) AT WHICH CAMPUS SITE DO YOU PREFER TO TAKE COURSES OFFERED

WEST WINDSOR (MAIN) CAMPUS	965	77.14 PERCENT
TRENTON CENTER CAMPUS	168	13.43 PERCENT
HOPEWELL HIGH SCHOOL EXTENSION CAMPUS	46	3.68 PERCENT
PRINCETON HIGH SCHOOL EXTENSION CAMPUS	39	3.12 PERCENT
HIGHTSTOWN HIGH SCHOOL EXTENSION CAMPUS	25	2.00 PERCENT
OTHER	8	0.64 PERCENT
	1251	
NO RESPONSE	34	2.65 PERCENT

(10) WHAT ARE YOUR PLANS FOR FURTHER EDUCATION BEYOND YOUR STUDY THIS SEMESTER AT MCCC

RETURN TO MCCC NEXT SEMESTER	903	71.55 PERCENT
RETURN TO MCCC NEXT YEAR	67	5.31 PERCENT
RETURN TO MCCC BUT AT SOME LATER DATE	68	5.39 PERCENT
GO TO ANOTHER COLLEGE AND COMPLETE A PROGRAM THERE	70	5.55 PERCENT
AM UNCERTAIN NOW ABOUT FURTHER COLLEGE PLANS	116	9.19 PERCENT
HAVE GIVEN UP FURTHER COLLEGE PLANS	15	1.19 PERCENT
OTHER	23	1.82 PERCENT
	1262	
NO RESPONSE	23	1.79 PERCENT

(11) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE STUDENT ORIENTATION

VERY SATISFIED	57	4.63 PERCENT
SATISFIED	311	25.28 PERCENT
DISSATISFIED	82	6.67 PERCENT
VERY DISSATISFIED	30	2.44 PERCENT
NO BASIS FOR OPINION	750	60.98 PERCENT
	1230	
NO RESPONSE	55	4.28 PERCENT

(12) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE ADMISSIONS PROCEDURES

VERY SATISFIED	223	17.97 PERCENT
SATISFIED	661	53.26 PERCENT
DISSATISFIED	94	7.57 PERCENT
VERY DISSATISFIED	34	2.74 PERCENT
NO BASIS FOR OPINION	229	18.45 PERCENT
	1241	
NO RESPONSE	44	3.42 PERCENT

(13) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE REGISTRATION PROCEDURES

VERY SATISFIED	226	0.99 PERCENT
SATISFIED	672	53.98 PERCENT
DISSATISFIED	181	14.54 PERCENT
VERY DISSATISFIED	62	4.98 PERCENT
NO BASIS FOR OPINION	104	8.35 PERCENT
	1245	
NO RESPONSE	40	3.11 PERCENT

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(14) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE ENTRANCE TESTING PROGRAM

VERY SATISFIED	35	2.86 PERCENT
SATISFIED	187	15.29 PERCENT
DISSATISFIED	27	2.21 PERCENT
VERY DISSATISFIED	10	0.82 PERCENT
NO BASIS FOR OPINION	964	78.82 PERCENT
	1223	
NO RESPONSE	62	4.82 PERCENT

(15) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE PRE-ADMISSIONS COUNSELING

VERY SATISFIED	46	3.77 PERCENT
SATISFIED	196	16.07 PERCENT
DISSATISFIED	91	7.46 PERCENT
VERY DISSATISFIED	47	3.85 PERCENT
NO BASIS FOR OPINION	840	68.85 PERCENT
	1220	
NO RESPONSE	65	5.06 PERCENT

(16) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE PERSONAL COUNSELING SERVICES

VERY SATISFIED	81	6.57 PERCENT
SATISFIED	255	20.70 PERCENT
DISSATISFIED	107	8.69 PERCENT
VERY DISSATISFIED	34	2.76 PERCENT
NO BASIS FOR OPINION	755	61.28 PERCENT
	1232	
NO RESPONSE	53	4.12 PERCENT

(17) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE TRANSFER COUNSELING SERVICES

VERY SATISFIED	25	2.04 PERCENT
SATISFIED	125	10.21 PERCENT
DISSATISFIED	44	3.59 PERCENT
VERY DISSATISFIED	24	1.96 PERCENT
NO BASIS FOR OPINION	1006	82.19 PERCENT
	1224	
NO RESPONSE	61	4.75 PERCENT

(18) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE VOCATIONAL/CAREER COUNSELING

VERY SATISFIED	36	0.86 PERCENT
SATISFIED	134	10.97 PERCENT
DISSATISFIED	59	4.83 PERCENT
VERY DISSATISFIED	19	1.56 PERCENT
NO BASIS FOR OPINION	973	79.69 PERCENT
	1221	
NO RESPONSE	64	4.98 PERCENT

(19) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE RECREATIONAL PROGRAM AND ACTIVITIES

VERY SATISFIED	45	3.67 PERCENT
SATISFIED	196	15.99 PERCENT
DISSATISFIED	30	2.45 PERCENT
VERY DISSATISFIED	22	1.79 PERCENT
NO BASIS FOR OPINION	933	76.10 PERCENT
	1226	
NO RESPONSE	59	4.59 PERCENT

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(20) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE STUDENT ACTIVITIES AND CLUBS

VERY SATISFIED	28	2.13 PERCENT
SATISFIED	145	11.86 PERCENT
DISSATISFIED	21	1.72 PERCENT
VERY DISSATISFIED	15	1.23 PERCENT
NO BASIS FOR OPINION	1016	83.07 PERCENT
	1223	
NO RESPONSE	62	4.82 PERCENT

(21) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE FINANCIAL AID PROGRAM

VERY SATISFIED	41	3.35 PERCENT
SATISFIED	86	7.02 PERCENT
DISSATISFIED	23	1.88 PERCENT
VERY DISSATISFIED	18	1.47 PERCENT
NO BASIS FOR OPINION	1057	86.29 PERCENT
	1225	
NO RESPONSE	60	4.67 PERCENT

(22) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE CLASS SCHEDULING

VERY SATISFIED	177	14.25 PERCENT
SATISFIED	741	59.66 PERCENT
DISSATISFIED	134	10.79 PERCENT
VERY DISSATISFIED	52	4.19 PERCENT
NO BASIS FOR OPINION	138	11.11 PERCENT
	1242	
NO RESPONSE	43	3.35 PERCENT

(23) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE ACADEMIC ADVISEMENT

VERY SATISFIED	67	5.49 PERCENT
SATISFIED	374	30.66 PERCENT
DISSATISFIED	89	7.30 PERCENT
VERY DISSATISFIED	31	2.54 PERCENT
NO BASIS FOR OPINION	659	54.02 PERCENT
	1220	
NO RESPONSE	65	5.06 PERCENT

(24) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE ACADEMIC SKILLS SERVICES

VERY SATISFIED	51	4.25 PERCENT
SATISFIED	255	21.25 PERCENT
DISSATISFIED	26	2.17 PERCENT
VERY DISSATISFIED	6	0.50 PERCENT
NO BASIS FOR OPINION	862	67.08 PERCENT
	1200	
NO RESPONSE	85	7.08 PERCENT

(25) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE CLASSROOM INSTRUCTION

VERY SATISFIED	374	30.02 PERCENT
SATISFIED	704	56.50 PERCENT
DISSATISFIED	93	7.46 PERCENT
VERY DISSATISFIED	20	1.61 PERCENT
NO BASIS FOR OPINION	55	4.41 PERCENT
	1246	
NO RESPONSE	39	3.04 PERCENT

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(26) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE PLACEMENT SERVICES

VERY SATISFIED	25	2.09 PERCENT
SATISFIED	165	13.78 PERCENT
DISSATISFIED	21	1.75 PERCENT
VERY DISSATISFIED	5	0.42 PERCENT
NO BASIS FOR OPINION	981	81.95 PERCENT
	1197	
NO RESPONSE	88	6.85 PERCENT

(27) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE COURSE OFFERINGS

VERY SATISFIED	279	22.54 PERCENT
SATISFIED	745	60.19 PERCENT
DISSATISFIED	117	9.45 PERCENT
VERY DISSATISFIED	30	2.42 PERCENT
NO BASIS FOR OPINION	67	5.41 PERCENT
	1238	
NO RESPONSE	47	3.66 PERCENT

(28) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE PROGRAM OR CURRICULAR OFFERINGS

VERY SATISFIED	216	17.90 PERCENT
SATISFIED	707	58.57 PERCENT
DISSATISFIED	68	5.63 PERCENT
VERY DISSATISFIED	13	1.08 PERCENT
NO BASIS FOR OPINION	203	16.82 PERCENT
	1207	
NO RESPONSE	78	6.07 PERCENT

(29) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE INDIVIDUAL ASSISTANCE FROM INSTRUCTORS

VERY SATISFIED	360	28.99 PERCENT
SATISFIED	612	49.28 PERCENT
DISSATISFIED	70	5.64 PERCENT
VERY DISSATISFIED	26	2.09 PERCENT
NO BASIS FOR OPINION	174	14.01 PERCENT
	1242	
NO RESPONSE	43	3.35 PERCENT

(30) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE CLASSROOM FACILITIES AND EQUIPMENT

VERY SATISFIED	421	33.79 PERCENT
SATISFIED	694	55.70 PERCENT
DISSATISFIED	62	4.98 PERCENT
VERY DISSATISFIED	17	1.36 PERCENT
NO BASIS FOR OPINION	52	4.17 PERCENT
	1246	
NO RESPONSE	39	3.04 PERCENT

(31) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE RECREATIONAL FACILITIES AND EQUIPMENT

VERY SATISFIED	114	9.28 PERCENT
SATISFIED	224	18.23 PERCENT
DISSATISFIED	17	1.38 PERCENT
VERY DISSATISFIED	7	0.57 PERCENT
NO BASIS FOR OPINION	867	70.55 PERCENT
	1229	
NO RESPONSE	56	4.36 PERCENT

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(32) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE LABORATORY FACILITIES AND EQUIPMENT

VERY SATISFIED	191	15.44 PERCENT
SATISFIED	314	25.47 PERCENT
DISSATISFIED	30	2.35 PERCENT
VERY DISSATISFIED	11	0.89 PERCENT
NO BASIS FOR OPINION	688	55.80 PERCENT
	1233	
NO RESPONSE	52	4.05 PERCENT

(33) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE STUDY FACILITIES AND EQUIPMENT

VERY SATISFIED	262	21.30 PERCENT
SATISFIED	493	40.08 PERCENT
DISSATISFIED	31	2.52 PERCENT
VERY DISSATISFIED	6	0.49 PERCENT
NO BASIS FOR OPINION	438	35.61 PERCENT
	1230	
NO RESPONSE	55	4.28 PERCENT

(34) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE FOOD SERVICES

VERY SATISFIED	72	5.83 PERCENT
SATISFIED	431	34.93 PERCENT
DISSATISFIED	98	7.94 PERCENT
VERY DISSATISFIED	34	2.76 PERCENT
NO BASIS FOR OPINION	599	48.54 PERCENT
	1234	
NO RESPONSE	51	3.97 PERCENT

(35) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE LIBRARY MATERIALS AND HOLDINGS

VERY SATISFIED	226	18.30 PERCENT
SATISFIED	497	40.24 PERCENT
DISSATISFIED	62	5.02 PERCENT
VERY DISSATISFIED	17	1.38 PERCENT
NO BASIS FOR OPINION	433	35.06 PERCENT
	1235	
NO RESPONSE	50	3.89 PERCENT

(36) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE LIBRARY SERVICES

VERY SATISFIED	221	17.92 PERCENT
SATISFIED	518	42.01 PERCENT
DISSATISFIED	42	3.41 PERCENT
VERY DISSATISFIED	16	1.30 PERCENT
NO BASIS FOR OPINION	436	35.36 PERCENT
	1233	
NO RESPONSE	52	4.05 PERCENT

(37) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE BOOKSTORE MATERIALS AND HOLDINGS

VERY SATISFIED	225	18.06 PERCENT
SATISFIED	792	63.56 PERCENT
DISSATISFIED	56	4.49 PERCENT
VERY DISSATISFIED	22	1.77 PERCENT
NO BASIS FOR OPINION	151	12.12 PERCENT
	1246	
NO RESPONSE	39	3.04 PERCENT

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(38) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE BOOKSTORE SERVICES

VERY SATISFIED	228	18.39 PERCENT
SATISFIED	740	59.68 PERCENT
DISSATISFIED	78	6.29 PERCENT
VERY DISSATISFIED	28	2.26 PERCENT
NO BASIS FOR OPINION	166	13.39 PERCENT
	1240	
NO RESPONSE	45	3.50 PERCENT

(39) TO WHAT DEGREE WERE YOU SATISFIED/DISSATISFIED WITH THE OTHER SPECIFIED ASPECTS

VERY SATISFIED	15	7.08 PERCENT
SATISFIED	10	4.72 PERCENT
DISSATISFIED	9	4.25 PERCENT
VERY DISSATISFIED	46	21.70 PERCENT
NO BASIS FOR OPINION	132	62.26 PERCENT
	212	
NO RESPONSE	1073	83.50 PERCENT

(40) AT WHICH TIME OF THE DAY DO YOU PREFER TO TAKE COURSES OFFERED AT MCCC

MORNING	212	17.18 PERCENT
AFTERNOON	100	8.10 PERCENT
EVENING	922	74.72 PERCENT
	1234	
NO RESPONSE	51	3.97 PERCENT

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